DiSlaw
Didaktik slawischer Sprachen

First and last name of author 1, institutional affiliation, place

(First and last name of author 2, institutional affiliation, place)

Title of contribution

Subtitle (optional)

Abstract 1 (English)

You are requested to provide a short summary of your paper in English that should consist of about 100 to 200 words. Readers should be able to quickly understand if your paper is relevant to their own research interests. Cyrillic names and quotations should be scientifically transliterated.

Keywords: keyword 1, keyword 2 …
List three to five keywords that aptly describe your paper.

Abstract 2 (other language than English)

Make sure to provide also an abstract in a language other than English (e.g. Bosnian, Croatian, German, Polish, Russian, Serbian, Slovenian, Ukrainian). This abstract should also consist of about 100 to 200 words.

Schlüsselwörter / Ključne riječi / Słowa kluczowe / Ключевые слова / Ključne besede/ Ключові слова: keyword 1, keyword 2…
List three to five keywords that aptly describe your paper.

1.   Introduction (or other title of the first section)

Submitted **scientific contributions** should not exceed a maximum of 15 pages, which correspond to approx. 25,000 characters including spaces (without literary references and appendices).
Best practice contributions should not exceed 8 to 10 pages including worksheets, i.e. approx. 15,000 characters including spaces. Besides worksheets, best practice examples should also contain a theoretical comment regarding the topic of the issue and contribution, recommendations in terms of CEFR-level(s) as well as a description of the overall didactic procedure and tasks or exercises. The worksheets are made available for download as PDF and Word files on the *DiSlaw*-website.
Specific **templates** for the different contribution types are available under **Submission** on the *DiSlaw*-website (see header).

1.1   Suggestions regarding the title, subtitle and the name/s of the author/s

The title of the paper should be informative and not exceed two lines. A subtitle can be added. The name of the author / the names of the authors should be listed without academic titles. The institutional affiliation and place should be given next to the author's name / the authors' names on the first page of the paper.

1.2   …

Lorem ipsum dolor sit amet, consectetuer adipiscing elit. Maecenas porttitor congue massa. Fusce posuere, magna sed pulvinar ultricies, purus lectus malesuada libero, sit amet commodo magna eros quis urna.

2.   Formatting your paper

Please use our templates (see button **Submission** on your website). *Italics* are used to highlight single words or parts of sentences as well as words that are in a language other than that of the contribution (please do not underline words or use capital letters).

2.1   Formatting headings

Rhubarb and custard, Rhubarb and custard, Rhubarb and custard, Rhubarb and custard, Rhubarb and custard, Rhubarb and custard, Rhubarb and custard, Rhubarb and custard, Rhubarb and custard, Rhubarb and custard, Rhubarb and custard, Rhubarb and custard, Rhubarb and custard, Rhubarb and custard.

2.2   Formatting of the text

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2.2.1   Numbered lists

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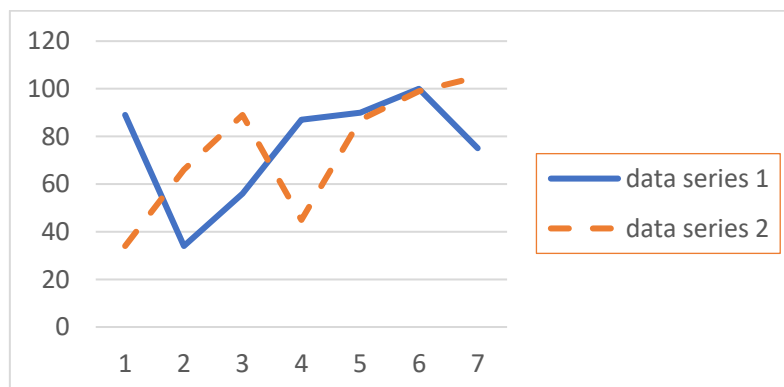3. Rhubarb and custard, Rhubarb and custard, Rhubarb and custard, Rhubarb and custard, Rhubarb and custard, Rhubarb and custard, Rhubarb and custard, Rhubarb and custard, Rhubarb and custard.

2.2.2 Bullet points

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3. Tables, images and diagrams

We recommend the use of self-taken or copyright-free (public domain) pictures, images or illustrations that are licensed under a *creative-commons* licence.[1] If copyright-protected material is used, the authors themselves are responsible for its legally correct use or for obtaining the corresponding permission for its use (simple rights of use). All tables, images and diagrams must be numbered.

3.1 Tables

Rhubarb and custard, Rhubarb and custard, Rhubarb and custard, Rhubarb and custard, Rhubarb and custard, Rhubarb and custard, Rhubarb and custard, Rhubarb and custard, Rhubarb and custard, Rhubarb and custard.

Column 1	Column 2	Column 3	Column 4

Table 1: Title or a short description of the table.

Self-created tables need not be cited. Tables that are taken over or adapted from other sources must be cited according to the citation guidelines as presented in **Chapter 4**. The authors themselves are responsible for the legally correct use of all tables.

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[1] For further information on the use of creative commons, please go to https://creativecommons.org. For footnotes, the font Calibri (body text) and font size 9 are to be used.

3.2   Images

Self-created images do not need to be cited. If you would nevertheless like to cite them, please proceed as follows:

Figure 1: Motivational Interventions. Figure: CC BY Lisa Miller.

If you would like to cite a copyright-free image, please proceed as follows:

Figure 2: Media.
Source: https://pixabay.com/de/photos/notebook-arbeitsplatz-schreibtisch-336634/ (09.01.2023)

When citing images that have been taken over or adapted from other sources the name of the author or creator, the full link and date of retrieval or the name of the author, the year of publication and page number (author, year, page) need to be given. The authors themselves are responsible for their legally correct use.

3.3   Figures

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Figure 3: Title or short description of the graph.

Here, the same procedure as described under 3.2 applies when citing graphs. The authors them-selves are responsible for their legally correct use.

4.   References within the text

For in-text-citations, consider the examples given below:

One author:
- Direct quote: "Despite the fact that technology has potentially removed some of the most problematic aspects of distance language learning, […] distance learners still have to schedule and pace their own learning" (Murphy, 2011, 108).
- Indirect quote: Although technology has facilitated distance learning, learners are still responsible for their own learning progress (cf. Murphy, 2011, 108).

Two authors:
- Direct quote: "A growing number of teachers and researchers claim that there is a hid-den racism within TESOL professionalism which is directed at so-called 'nonnative speaker' teachers" (Holliday & Aboshiha, 2009, 669).
- Indirect quote: In recent years, teachers as well as researchers have drawn attention to racism against non-native speakers of English within TESOL (cf. Holliday & Aboshiha, 2009, 669).

Three or more authors:
- Direct quote: "An integral part of being human, motivation has been an important and valued strand of psychological science since the 1930s […]" (Lamb et al., 2019, 3).
- Indirect quote: Motivation has been an important concept in psychological science for more than 90 years (cf. Lamb et al., 2019, 3).

When **one source** is cited **consecutively** two or more times within one paragraph, "ibid." should be used. If the same source is cited several times and only the page number is different, please use "ibid." followed by a comma and the new page number.
- Example: Ein Deskriptor aus dem Lehrer*innenfragebogen, der dem dritten Kompe-tenzbereich zugerech-net wurde, lautet z. B. wie folgt: „Ich kann mit Hilfe digitaler Me-dien geeignete Lernmaterialien bzw. Akti-vitäten (z. B. Webquests, Lernapps) erstel-len" (Bacher, 2021, 281). Der folgende Deskriptor aus dem Schü-ler*innenfragebogen bezieht sich auf den Bereich Kritischer Umgang: „Ich kann die Qualität digitaler In-halte (z. B. Glaubwürdigkeit, Angemessenheit, Vollständigkeit) kritisch bewerten" (ibid., 286).

If **quotations exceed three lines**, quotation marks are not used. Please, indent the text and use the font size **Calibri (text body) 10.** Here is an example:

> When we refer to visual communication, we mean acts of representation where on the one hand we have a text maker who uses a set of visual resources to communicate a set of ideas, attitude and values to others. […] Visual communication can occur through the clothes we wear, through

gesture, a children's board game, through the way we lay out our homes, through the way houses are built to suggest austerity and conformity or their opposites. Visual communication occurs through computer software, the way weapons are made to look, the design of cars and bicycles, shoes, the way we are taught to look at the sky at night. And it is not so much that humans experience these things through the visual apparatus alone but also through our "haptic sense". In other words through our physical sense of being in spaces comprised of, and in relation to, these phenomena. (Machin, 2014, 7).

5.   Cyrillic names or quotes

Within the text, Cyrillic **names** of authors need to be scientifically **transliterated**. **Quotations** may be included **in the original language** and do not need to be translated.
<u>Example:</u>
In his article "Sexus, или проблема пола в русском языке", Krongauz (1996) examines the functions of the category of sexus based on different naming strategies for animals and humans. With regard to animals, he distinguishes three different strategies or classes: «Названия животных разбиваются на три класса в зависимости от того, какие способы выражения пола для них возможны» (Krongauz, 1996, 515).

6.   Gender-inclusive language

The editors of *DiSlaw* advocate a gender-inclusive language use. In German texts, the asterisk is employed to denote gender (e.g. Lehrer*innen, Lehrer*innenfortbildung). The use of gender-inclusive language in contributions other than German needs to be adapted to the current recommendations of the respective language.

References

For references, please consider the examples below. For the bibliography, choose **Calibri 9** font and size. When specifying page numbers, please use the "en dash" (–). If **links/URLs** are <u>longer than one line</u>, they must be <u>shortened</u>. Please use https://tinyurl.com/app for this purpose. **Cyrillic names** should <u>always</u> be **transliterated**, regardless of the language of the contribution.

- **Authored book**

Akišina, A. & Kagan, O.= Акишина, А. & Каган, О. (2016). *Учимся учить: Для преподавателя русского языка как иностранного. Методы, приёмы, результаты.* Русский язык.

Azimov, Ė. = Азимов, Э. (2012). *Информационно-коммуникационные технологии в преподавании русского языка как иностранного: Методы, приёмы, результаты.* Русский язык.

Bühl, A. (2019). *SPSS: Einführung in die moderne Datenanalyse ab SPSS 25.* Pearson.

Büsching, N. & Breiter, A. (2011). *Ergebnisse der Befragungen von Schulen und Lehrkräften zum Themenbereich Digitale Medien.* Institut für Informationsmanagement Bremen GmbH (ifib).

Dörnyei, Z. (2001). *Motivational strategies in the language classroom*. Cambridge University Press.

Raab-Steiner, E. & Benesch, M. (2012). *Der Fragebogen: Von der Forschungsidee zur SPSS-Auswertung.* Facultas.

Vygotskij, L. = Выготский, Л. (2005). *Мышление и Речь.* Лабиринт.

- **e-book, open-access-study**

Carretero, S., Vuorikari, R. & Punie, Y. (2017). *DigCom 2.1: The digital competence framework for citizens. With eight proficiency levels and examples of use.* https://doi.org/10.2760/38842

Goertz, L. & Baeßler, B. (2018). *Überblicksstudie zum Thema Digitalisierung in der Lehrerbildung.* Hochschulforum Digitalisierung, mmb Institut – Gesellschaft für Medien- und Kompetenzforschung. https://doi.org/10.5281/zenodo.2592010

Swertz, C. (2015). *Medien im Lehramtsstudium für die Sekundarstufe in Österreich: Eine quantitativ-inhaltsanalytische Lehrplananalyse von vier Curricula.* https://doi.org/10.21243/mi-04-15-07

- **Chapter in an edited book**

Drackert, A., Mehlhorn, G. & Wapenhans, H. (2019). Medienkompetenz angehender Russischlehrkräfte: Bestandsaufnahme und Entwicklungspotential. In A. Drackert & K. Bente Karl (eds.), *Didaktik der slawischen Sprachen: Beiträge zum zweiten Arbeitskreis in Innsbruck (19.02.–20.02.2018)* (59–94). Innsbruck University Press.

Funk, H. (2016). Lehr-/Lernmaterialien und Medien. In E. Burwitz-Melzer, G. Mehlhorn, C. Riemer, K.-R. Bausch & H.-J. Krumm (eds.), *Handbuch Fremdsprachenunterricht,* 6. Aufl. (435–441). Narr Francke Attempto.

Mehlhorn, G. (2014). Interkulturelle Kompetenz entwickeln. In A. Bergmann (ed.), *Fachdidaktik Russisch: Eine Einführung* (214–227). Narr Francke Attempto.

Murphy, L. (2011). 'Why am I doing this?' Maintaining motivation in distance language learning. In G. Murray, X. Gao & T. Lamb (eds.), Identity, motivation and autonomy in language learning (107–124). Short Run Press.

- **Book with one or more editors**

Eickelmann, B., Bos, W., Gerick, J., Goldhammer, F., Schaumburg, H., Schwippert, K., Senkbeil, M. & Vahrenhold, J. (eds.) (2019). *Computer- und informationsbezogene Kompetenzen von SchülerInnen und Schülern im zweiten internationalen Vergleich und Kompetenzen im Bereich Computational Thinking* (ICILS 2018). Waxmann.

Machin, D. (ed.) (2014). *Visual Communication*. De Gruyter Mouton. https://doi.org/10.1515/9783110255492

- **(Introduction) to scientific journal**

Riemer, C. & Wild, K. (2016). L2-Motivation – internationale und sprachspezifische Perspektiven. Zur Einführung in den Themenschwerpunkt. *Fremdsprachen Lehren und Lernen, 45*(2), 3–11.

Biebighäuser, K., Falk, S., Feick, D. & Schart, M. (2021). DaF-Unterricht im virtuellen Raum – Zur Einführung in das Themenheft. *Informationen Deutsch als Fremdsprache*, *48*(5), 443–463. https://doi.org/10.1515/infodaf-2021-0068

- **Article in an (online) journal**

Ban, L. & Matovac, D. (2012). Jedan na jedan-individualno poučavanje hrvatskoga kao stranoga jezika. *Lahor: časopis za hrvatski kao materinski, drugi i strani jezik*, *2*(14), 237–253.

Greener, S. (2021). Exploring remote distance learning: What is it and should we keep it? *Interactive Learning Environments*, *20*(1), 1–2. https://doi.org/10.1080/10494820.2021.1848506[2]

James, A. (2020). Various tongues updated: mediatisation, visualisation and the digitalisation of social multilingualism – the continuing role of English. *Colloquium New Philologies*, *5*(2), 25–40. https://doi.org/10.23963/cnp.2020.5.2.2

Holliday, A. & Aboshiha, P. (2009). The denial of ideology in perceptions of 'nonnative speaker' teachers. *TESOL Quarterly, 43*(4), 669–689.

Koch, C. (2010). Lexikalisierte Metaphern als Herausforderung für den Fremdsprachenunterricht. *metaphorik.de*, *18*, 33–58. http://www.metaphorik.de/18/koch.pdf (20.12.2022)

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[2] Since DOIs are permalinks, the date in brackets does not need to be given. In case of other online sources, the date of retrieval should be specified as follows (DD.MM.YYYY).

Nizovaja, I. = Низовая, И. (2012). Профессиональная компетенция преподавателя русского языка как иностранного в области информационно-коммуникационных технологий. 138–143. https://tinyurl.com/3eunw3s8 (20.12.2022)

Severskaja, O. = Северская, О. (2019). Цифровые потери в коммуникации при переходе от «Общения» к «Передаче информации». *Journal of applied linguistics and lexicography, 2*, 331–336.

- ### Newspaper article

Szyszkowitz, T. (2022). „Die russische Gesellschaft hat sich schuldig gemacht". *Der Falter* vom 02.11.2022, *44*(22), 16–17.

- ### School syllabus, educational decree

Bundesministerium für Bildung und Frauen (BMBF) (2014). *Unterrichtsprinzip Medienerziehung – Grundsatzerlass.* https://www.bmbwf.gv.at/dam/jcr:f874e171-83ea-4e51-902b-48b373b3a187/2012_04.pdf (05.07.2022)

Bundesministerium für Bildung, Wissenschaft und Forschung (BMBWF) (2020). *Lehrplan der allgemeinbildenden höheren Schule (AHS).* https://www.ris.bka.gv.at/GeltendeFassung.wxe?Abfrage=Bundesnormen&Gesetzesnummer=10008568 (05.07.2022)

Hessisches Kultusministerium (HKM) (2019). *Kerncurriculum gymnasiale Oberstufe Russisch.* https://kultusministerium.hessen.de/sites/kultusministerium.hessen.de/files/2021-07/kcgo_russ.pdf (05.07.2022)

- ### Scientific diploma, dissertation thesis

Bacher, S. (2021). *Die Nutzung digital-elektronischer Medien im schulischen Russischunterricht: Eine Basiserhebung im deutschsprachigen Raum* [=unveröffentlichte Dissertation]. Universität Innsbruck. https://www.uibk.ac.at/slawistik/pdf/dissertation_sb.pdf (18.07.2022)

- ### Study without author

BITKOM (2015). *Digitale Schule – vernetztes Lernen: Ergebnisse repräsentativer Schüler- und Lehrerbefragungen zum Einsatz digitaler Medien im Schulunterricht.* Bitkom Research GmbH. https://www.bitkom.org/sites/default/files/file/import/BITKOM-Studie-Digitale-Schule-2015.pdf (05.07.2022)

Medienpädagogischer Forschungsverbund Südwest (mpfs) (2020). *JIMPlus 2020 Corona Zusatzuntersuchung.* https://www.mpfs.de/studien/jim-studie/jimplus-2020/ (05.07.2022)

- ### Sources without year of publication

When there is no year of publication, we use "w. d."(without date) instead. This applies to within-text citations as well as to the bibliography.

- ### Internet source

Duden online (2022). *Abendland.* https://www.duden.de/rechtschreibung/Abendland (20.12.2022)

Know Your Meme (2022). *Philosoraptor* https://tinyurl.com/2j9kd739 (20.12.2022)

Pixabay. *Digitale Medien.* https://pixabay.com/de/photos/medien-social-media-apps-998990/ (20.12.2022)

Statistik Austria. (2022). *Bildung in Zahlen.* https://www.statistik.at/fileadmin/pages/325/Bildung_in_Zahlen_20_21_Tabellenband.pdf (20.09.2022)

YouTube. *Песня Крокодила Гены.* https://www.youtube.com/watch?v=3YOL6ux9l9Y (21.09.2022)

- ### Books by one author and with the same year of publication

Dörnyei, Z. (2001a). …

Dörnyei, Z. (2001b). …